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ABSTRACT

The purpose of this study is to analyze and test the effects of desegregation on the self-concept and attitudes of black secondary students in Pointe Coupee Parish, Louisiana. In particular, the study investigates the extent to which black students attending public schools in America which harbor "de jure segregation" acquire negative self-concepts and negative attitudes toward an understanding of the educative process -- which attitudes could be detrimental to their psychoeducational development. One of the salient findings derived from this study is that black students in predominantly black schools involved in the study exhibit higher self-concepts and more favorable attitudes than black students in predominantly white schools. It is recommended (1) that the study be replicated and expanded to include a large cross sample of all senior high students and (2) that research should also be conducted to compare the changes in self-concepts exhibited by a group of black students only in just one racial composition. (Author/AM)

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DESEGREGATION IN POINTE COUPEE PARISH, LOUISIANA: ITS EFFECTS ON THE SELF-CONCEPT OF SELECTED BLACK SECONDARY STUDENTS

by

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B.A. Xavier University, 1953

M.Ed. Southern University, 1959

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A Dissertation Submitted in Partial Fulfillment of
The Requirements for the Degree of
Doctor of Philosophy

WALDEN UNIVERSITY

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ABSTRACT OF DISSERTATION

DESEGREGATION IN POINTE COUPEE PARISH LOUISIANA: ITS EFFECTS ON THE SELF-CONCEPT OF SELECTED BLACK SECONDARY STUDENTS

The purpose of this study was to analyze and test the effects of desegregation on the self-concepts and attitudes of Black secondary students in Pointe Coupee Parish, Louisiana. In particular, the study investigated the extent to which Black students, attending public schools in America which harbor "de jure segregation," acquire negative self-concepts and negative attitudes toward an understanding of the educative process, all of which could be detrimental to their psychoeducational development. The limitations of the study were set forth in the following questions:

1. Do Black students who attend predominantly White schools differ significantly in their self-concepts from Black students who attend predominantly Black schools?
2. Do Black students who attend predominantly White schools differ significantly

in their attitudes toward school from Black students who attend predominantly Black schools?

Data for the study were derived from the Gordon "How I See Myself" scale and the Derosin "Student Attitude Questionnaire" (DSAQ). The statistical techniques employed were t-tests for independent samples, chi square, and tests of the Difference between Two Independent Proportions. The following null hypotheses were tested at the .05 level:

N_{H_1} Black students attending predominantly White secondary schools and predominantly Black secondary schools will not differ significantly in their scores on the Gordon "How I See Myself" scale.

N_{H_2} Black students attending predominantly White secondary schools and predominantly Black secondary schools will not differ significantly in their attitudes toward school and the educative process in general as measured by the Derosin "Student Attitude Questionnaire."

The data rejected both null hypotheses. The following conclusions were derived from analysis of the data:

1. Black students in predominantly Black schools exhibited higher self-concepts than Black students in predominantly White schools.
2. Black students in predominantly Black schools exhibited generally more favorable attitudes toward school than Black students in predominantly White schools.

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The writer extends appreciation to the Pointe Coupee Parish Superintendent, School Board, and administrators who showed great interest in the study and gave generously of themselves to assist in the completion of this study.

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CHAPTER I

INTRODUCTION

The adjustment of pupils of school age to the complex world in which one lives is no simple matter. The rapid technological and sociological changes and their accompanying complexities have created coping problems for boys and girls in America. Minority youth, particularly Blacks, tend to experience most difficulty as they try to adapt to these rapid changes.

Since the home, in many cases, is deficient in its responsibility for learning experiences and the services which should be provided, the school is compelled to assume a portion of the function normally discharged by the home. The school, therefore, is required to understand the needs of its young people and to provide the experiences, skills, and services which the pupils as individuals require.

It has become increasingly evident, since World War II, that all groups have become more conscious of the importance of adequate education in the highly complex society in which one lives. To some individuals in the minority groups this

has been revealing.

In the state of Louisiana generally, and the Parish of Pointe Coupee specifically, the schools had their inception as a result of an act of the legislature of the Territory of Orleans on January 14, 1809. The French and Spanish governors gave little attention toward setting up a system of public education. Pointe Coupee Parish led all of the parishes of the state in providing the first two public schools. By 1811 there were only three public schools in Louisiana, all of which were in Pointe Coupee Parish. Even so, public schools were not popular in Louisiana before the Civil War.

In the early schools the education that youngsters received was from Catholic priests and missionaries who taught groups of students, or from tutors who were hired by wealthy planters to live in the home and teach the younger children of the family during their early years of education. In later years these children were sent to their mother countries for higher education. The Black population, however, did not have this advantage (76:1-89).

Louisiana, including Pointe Coupee Parish, had no significant public school system for Blacks until after World War II. Beginning in 1910 the school year for Blacks was eighty school days, half

the length of the school term for Whites. Furthermore, the pupil-teacher ratio for Blacks was double that of Whites. Negro teachers were paid one-third as much as their White counterparts, and expenditures per pupil for Blacks was one-fifth that allowed for Whites (78:2-3).

As recently as 1940 the average school term for Blacks was seven months, compared with nine months for Whites. The pupil-teacher ratio for Blacks was thirty-five to one, compared with twenty-three to one for Whites. The Black teacher was paid less than half as much as the White teacher; expenditures to educate the Black pupils were one-third as much as for Whites; bus transportation was provided for Whites only. Also, tradition demanded that Black pupils be taught by Black teachers (78:2-3).

Thus, the "separate-but-equal" doctrine was the law of the land until the Supreme Court ruling of May 17, 1954 concluded that, in the field of public education, the doctrine of "separate-but-equal" had no place.

Long after the May 17, 1954 ruling, and even to date, there are those who champion the cause of separate-but-equal and who have vigorously opposed all directives at compliance with the Supreme Court

judgment. Simultaneously, many efforts have been made on the part of others to comply with implementation of the judgment. However, America is now undergoing an economic, social, and educational revolution, and one of the facets of this revolution is school integration.

Studies designed to help determine the role and function of the school, including teachers, educators, and everyone responsible for the learning experiences of minority Black youth, have the potential to contribute to understanding their needs and the services which should be provided for them. To date very little literature has been published regarding the role and function of educators and other school personnel or on the characteristics of minority youth. Very few studies are available which indicate how teachers and administrators who work with minority students perceive and perform their teaching and administrative roles, and how these minority students perceive their teachers and administrators, as well as themselves, in the educative process. An analysis of the self-concepts and attitudes of selected Black secondary students in predominantly Black and predominantly White schools of Pointe Coupee Parish, Louisiana, furnished some understanding of the actual perceptions of Black students in public schools.

The Problem

Statement of the Problem

In a democratic society such as ours one expect our American schools to provide an equal educational opportunity for all students. Democracy--its nature, its needs, and the means of preserving it--requires that all citizens have equal opportunity. For centuries the Blacks, in their relations with Whites, have received an unpleasant image of themselves that has eventuated into self-devaluation.

The slavery system labeled the Black inferior when he became the "property" of the slaveholder. In the 1890's the social, religious, and political activities of the Blacks were limited and circumscribed by very strict legislative acts. This period marked the beginning of the segregated system in the South. Southern schools suffered greatly under the financial burden of maintaining a dual school system. As a result of the progress and development of the Black man, and because of his increased participation in community and world affairs, many barriers have been reduced. In spite of this there still remain many important barriers in several areas of his economic, social, and educational development.

Today, some twenty years after the Supreme Court ruling of May 17, 1954, there are still many who champion the cause of "separate-but-equal" and who are vigorously opposing all directives at compliance with the Supreme Court ruling. Many school systems are complying only as a result of court orders.

This situation has created a grave disservice to education. Public school systems in America which harbor "de jure segregation" formulate undesirable and unacceptable experiences which provide negative and unrealistic understandings of the educative process. These experiences are detrimental to the individual's psychoeducational development. This is especially true because, at an early age, children form a realistic self-identification; a concept which has a social reference. This concept generally takes the form of some kind of relationship between the self and others. In this sense the conception of self may be thought of as a role one intends or is expected to play in a social situation.

From the earliest beginnings the Black pupils found themselves in a world in which most of the beauty, heroism, and worth were measured by a White standard. Therefore, the self-concepts

and attitudes of the Black pupils in a "de jure segregated" school (which very often could be an unbalanced racial composition in favor of White counterparts) created a dilemma for the Black pupils when they attempted to acquire positive self-concepts and positive attitudes.

The American public school is lagging far behind in the change needed to meet the needs of its minority groups in a complex society. In a country which affirms inalienable rights, the right to learn must provide and prepare young people to live self-fulfilling and productive lives. Although the burden of solution rests upon the whole community, particular demands are being made of school officials, teachers, and other school personnel. They have a special responsibility to afford each child a maximum opportunity to profit from his educational experiences, as well as to promote greater human understanding.

In order to accomplish this goal schools must supply a range of learning opportunities as extensive as the range of students' talents. Schools of today must engage in experiences which encourage alternatives and diversity in order to assume a learning environment which meets the needs of each student, as well as the needs of

all students. Education today must be relevant to the times and it must enable students to better understand themselves--their interests, talents, values, and dreams relative to the present as well as to the future.

Purpose and Scope of the Study

The school is one among the basic social institutions of society and, as such, serves as one of the primary agents in the socialization of the pupil to his environment. Lack of adaptation to such a vital social institution can produce far-reaching effects, among which are lack of development of positive attitudes and self-concepts which can indeed threaten his adjustment. Another area of importance is the school's role in helping to remove anxiety, hostility, defensive attitudes, feelings of guilt, inferiority, and other forms of self-disparagement and self-distrust imposed upon the Black by society.

For these reasons, and others, there has been an increasing concern among educators about the relationship between students' low self-concepts and realistic goal settings and attitudes and school adjustment. Research indicated a growing need, of staggering magnitude, for doing something in the

educational programs to help children and youth acquire realistic attitudes of self-acceptance.

There was an assumption that negative attitudes and poor self-concepts were related to poor adjustment, achievement, choice of unrealistic goals, and low aspirations. Assuming that Black youths in desegregated schools have lower self-concepts as a result of integration, research to provide a clearer understanding of the Black pupils' attitudes and self-concepts in "de jure segregated" schools would appear to be needed. The focus of this investigation, therefore, was to examine self-concepts and attitudes of selected Black junior and senior secondary students in "de jure segregated" schools. All subjects utilized in the study were selected from poverty level families as defined by the Department of Health, Education, and Welfare (86:1-4).

Need for and Significance of the Study

In a democratic society such as ours one expects our schools to provide an educational opportunity for all children. The current concern about the schools meeting their educational aims and objectives was reflected in various studies.

Poor self-concepts on the part of Black secondary students resulted in serious adjustment to predominantly White schools and affected the realistic choice of goals and careers of Black students. The need for this study was not limited to Pointe Coupee Parish; it reflected a general problem. The number of Black students who possessed poor self-concepts and who made unrealistic adjustments and choices represented one of the dilemmas which confronted public education.

While the relationship of self-concept to school adjustment, achievement, and aspiration by Black students has received considerable attention, there seemed to be little research in the area of self-concepts and attitudes of Black secondary students in "de jure segregated" classrooms.

If there was indeed a significant difference reflected in poorer self-concepts of Black students in predominantly White schools, this would suggest that more attention was needed in curriculum planning and in the quality of interaction with students to assure greater emphasis on helping students to develop adequate self-concepts which, in turn, might result in better school adjustment, and thus more realistic and positive attitudes. The failure of students to adjust in school reflected a failure

on the part of the school to meet its goals of providing a constructive educational experience for all students.

The junior and senior high school students were selected since these groups offered a greater opportunity for validation because of their having been exposed to "de jure segregated" classrooms long enough to have made certain normal adjustments to the predominantly White school setting.

Findings and recommendations to be presented in this study should help to provide school administrators, teachers, and pupil personnel staffs with a clearer picture of the impact of poor self-concepts on Black secondary students. Additionally, this research may help to identify the direction for changes needed in the areas of administration, classroom management, and curriculum which would further enhance the students' feelings of self-esteem and foster the development of more positive self-concepts. The value, from a practical standpoint, might be to help educators in identifying better ways to meet the needs of Black students.

The hypotheses provided a framework and guide for the investigation. It was assumed that the self-concept theory was a factor which could be tested, and the students' self-concept reports would

be honest reflections of their perceptions of themselves. If the null hypotheses could be rejected, it would seem that student assessments of self-concepts as Black students in predominantly White schools and predominantly Black schools were significant factors which differentiated the Black students in the predominantly White schools from the students in the predominantly Black schools. This would suggest that there was a relationship between the students' self-concepts as Blacks in predominantly White schools and the Black students' self-concepts as Blacks in predominantly Black schools. If the self-concept as a Black was significantly poorer in a Black student in the predominantly White school than that of a student in the predominantly Black school, this would suggest that changes were needed in the school system and in the quality of administrative, teacher, and pupil personnel interaction with students in order to facilitate their full utilization of the school experience.

While it was recognized that the establishment of cause and effect could not be assumed because of possible unknown factors which might influence the Black student's self-concept, the Black student's self-concept as a minority in a majority setting

might be a central factor concerning the self-concepts of Black students who were subjects in predominantly White schools. Should some factors prove significant and other factors not significant, this would suggest the direction or area in which changes were needed. In the event that the null hypotheses could not be rejected, this would suggest that factors other than student self-concepts as Blacks in predominantly White schools and Blacks in predominantly Black schools were related to the students' unrealistic and poor concepts of self. This type of finding would indicate one or more of the following: (1) that the instruments used for measurement of self-concept were not sufficient to provide the degree of discrimination necessary for determining statistical significance, (2) that the students might have been affected by teacher or school experiences immediately prior to administration of the instruments, or (3) that the students might have been affected by past teacher or school experiences prior to administration of the instruments.

Hypotheses

It was recognized by the writer that the home and school environments (including peers,

teachers, principals, parents) contributed directly to the students' attitudes and self-concepts. Since it was beyond the scope of the proposed study to include all contributing factors, two areas of interest were selected: (1) a student's perceptions of himself as measured by Gordon's "How I See Myself" scale (GHISMS), and (2) a student's attitudes toward school as measured by Derosin's "Student Attitude Questionnaire" (DSAQ).

The hypothesis that poor self-concepts and negative attitudes were factors which alienated and hindered Black students' adjustments, achievements, and aspirations was tested.

The research objectives and hypotheses provided the framework for the investigation. A comparison was made to determine if there were significant differences between the response patterns of Group A and Group B, and the qualitative data obtained were utilized to provide possible explanatory comments with regard to the statistical data trend identified from the GHISMS and the DSAQ.

Specifically, the problem was to validate the following objectives:

1. To investigate the effect of "de jure segregation" on the self-concepts of Black secondary students attending

predominantly White schools as opposed to Black students attending predominantly Black schools.

2. To investigate the differences in attitudes between Black students attending predominantly White secondary schools and predominantly Black secondary schools toward selected aspects of school organization, the curriculum, the educative process, programs, activities, and other people.

and, to test the following hypotheses:

N_{H_1} Black students attending predominantly White secondary schools and predominantly Black secondary schools will not differ significantly in their scores on the Gordon "How I See Myself" scale.

N_{H_2} Black students attending predominantly White secondary schools and predominantly Black secondary schools will not differ significantly in their attitudes toward school, and the educative process in general, as measured by the Derosin "Student Attitude Questionnaire."

Delimitation of the Study

This study was confined to the problem of testing and analyzing the self-concepts and attitudes of selected junior and senior high school students in two types of racial composition schools in Pointe Coupee Parish, Louisiana, as a result of "de jure segregation." One hundred Black male and female students from junior and senior high school classes were selected randomly for the study. Fifty Black male and female students were selected from among the students attending the predominantly White schools and fifty Black male and female students were selected from among the students attending the predominantly Black schools.

Definitions of Terms Used

Terms in this study were defined and interpreted according to the following definitions:

Adjustment--a degree of satisfaction with one's environment and, in this study, with the school environment in particular.

Attitude--a disposition on the part of the individual to act or react in a certain way, favorably or unfavorably, toward a particular issue or subject.

"De jure segregation"--a situation in which racial imbalance in a public school system exists legally.

Desegregation--the assignment of students to public schools and within such schools without regard to race, color, religion, or national origin. In this study, desegregation is not meant to include deliberate assignment of students to public schools in order to overcome racial imbalance.

DSAQ--Derosin "Student Attitude Questionnaire."

GHISMS--Gordon "How I See Myself Scale."

Integration--the assignment of students to public schools and within such schools without regard to race, color, religion, or national origin.

Mentally unhealthy--a feeling of isolation, worthlessness, and inadequacy.

Negative self-concept--one in which the pupil perceives himself as incapable or unimportant to such an extent that he is unable to perform at a normal level.

Predominantly Black school--a school having a relatively low White-to-Black teacher ratio and

an all Black student body.

Predominantly White school--a school having the average White-to-Black faculty ratio and a majority of Caucasian students.

Positive realistic concept--a concept equated with good mental health whereby the individual feels he is liked, valued, and accepted; describes himself in favorable terms; and feels he is a part of his environment.

Positive self-concept--one in which the pupil perceives himself as capable and/or important and is therefore able to perform at a normal or superior level.

Racism--the "unconscious or institutional" concept that one race is superior to the other.

Self-concept--the total of all perceptions that the pupil has of himself, especially his perceptions of his values and abilities; in other words, his view of himself as compared to others.

Self-other perception--an individual's view of how others see him.

Significant-other perception--an individual's perceptions of self based upon the experiences that the individual has with those people who are important to him.

Procedure

Data pertinent to the study were collected primarily in two ways. First, the parish school superintendent and supervisors were contacted for cooperation in selecting the students and obtaining support from administrators of the respective schools included in the study. Secondly, during the first month of the fall semester of the 1974 school session the face validity of the DSAQ was validated by administering it to a sample of students who were not among the selected subjects included in the study in order to determine if items were fairly closely related to the purposes of the study.

Subjects for the study were then selected randomly. One hundred Black male and female students from the junior and senior classes of the six public high schools were selected. Fifty Black male and female students were selected randomly from the list submitted by the principals of Black students attending predominantly White schools in the parish (Group A), and another fifty Black male and female students were selected randomly from those attending the single predominantly Black school (Group B). Both parents

and students were contacted for their approval and their willingness to participate in the study. Finally, both groups of students were administered the GHISMS and the DSAQ by the writer, who is a certified Black high school counselor.

At the end of the fourth month of the semester data cards containing all necessary information were key punched. The statistical techniques utilized in the study were t-tests for independent samples, chi square, and tests for the difference between two independent proportions.

The following null hypotheses were tested at the .05 level:

1. There is no significant difference between the self-concepts and attitudes of Black secondary students attending predominantly White schools and predominantly Black schools as measured by the GHISMS.
2. There is no significant difference between the self-concepts and attitudes of Black secondary students attending predominantly White schools and predominantly Black schools as measured by the DSAQ.

The following five null subhypotheses were tested at the .05 level:

There is no significant difference between the mean scores of Black students attending predominantly White schools and predominantly Black schools on the following factors:

1. Teacher-pupil
2. Physical appearance
3. Autonomy
4. Interpersonal adequacy
5. Academic adequacy

Sources of Data

Data for this study were derived from students' responses to items on the GHISMS and the DSAQ.

Organization of the Study

Materials for this study were organized and presented in five chapters. Various aspects of the problem of self-concepts and attitudes of Black students in predominantly White and predominantly Black secondary schools of Pointe Coupee Parish, Louisiana, which indicated a need for research were considered.

Chapter I presented an introduction to the study; the problem, purpose and scope, and need for and significance of the study; hypotheses; delimitation of the study; definitions of terms used; and an overview of the procedure followed in conducting the study.

Chapter II contains a review of the literature. Chapter III details the method of procedure used in conducting the study. Chapter IV presents and analyzes the data obtained from the study. Chapter V contains a summary of the study, some implications and conclusions concerning the data, and recommendations for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Plato once said, "What is honored in a country will be cultivated there."

Great diversity among the White population has existed since the founding of the American Colonies. This diversity, according to Tesconi, was not seen as a threat to or an assimilative problem for the dominant and by then presumed paradigm for the emerging American cultural standard--the Anglo-Saxon tradition. It was assumed that non-Anglo-Saxon Whites could easily adjust to and in most cases be assimilated into the dormant mainstream. On the other hand the non-White population, the Indians and Blacks, was not given much consideration as assimilable material. This gave birth to widespread racism and their predominantly slave status, which served to exclude them. To this day integration has remained a grave problem for Blacks and Indians.

Tesconi indicated that cultural plurality has become a term that includes "the poor in general." He further contended that cultural pluralism may be

risky business in setting up hopes and ideals unless those involved have a healthy personality (44:1-9).

Teaching minorities is a major challenge in American education today. It is a challenge which must be accepted. In this era of rapid social change, scientific discovery, and technological development the individual is confronted with the need for qualitative and quantitative skills and general competencies never before required.

While the home is the first and perhaps the most important influence in shaping the student's personality and in "civilizing" him, it is by no means the only one. Environmental influences also play a significant part in determining the pattern of behavior to be followed. The harm done to a student by an unfortunate home situation may be offset by satisfactory relationships and constructive experiences on the outside.

Social Class and Ethnic Rejection

Though many have denied it, American society is definitely organized along class lines. On the one hand, students who are fortunate enough to belong to the upper classes in our society are generally extended every opportunity for the

maximum development of their potentials. On the other hand, many unfortunate students come from families who occupy the bottom or near bottom rung of our socioeconomic ladder. Far from being pampered and showered with luxuries, a large portion of these students, at a very early age, must concern themselves with adult problems, such as earning money to supplement the family income, caring for dependent siblings, and worrying about balancing the budget. These students have little or no time to develop the refined manners, the niceties of diplomatic speech, and the social graces that are expected of middle and upper class students. A large portion of these socially deprived students find life in desegregated schools frustrating and often intolerable (1:78-81).

A great deal of nonsense has been written by educators who are neither Black nor who have, in some cases, ever had occasion to come in contact with or to teach minority students before desegregation (11:1-2).

Although this nation had its origin in ethnic diversity, and people from many races, nations, and cultures have contributed to its growth and greatness, there are in our society

strong forces of racial and ethnic prejudices. In truth, the minorities, many of whom occupy the bottom or near bottom rung of our socioeconomic ladder, have been the object of insult, persecution, and rejection.

It has been said that the degree of civilization a society achieves is best exemplified in "noblesse oblige," the characteristic ways it deals with its dependents--the ill, the aged, the children. In other words, the more developed a civilization becomes, the more humane should be its treatment of its members. In this respect our great civilization may be weighed in the balance and be found wanting.

America has allowed too many of its ethnically different members, particularly the Black, to be rejected. Too often the Black man has become the brunt of jokes and prankish behavior, and has been condemned openly because he has not acted and thought like members of the majority group (1:41).

Black students have stood in heroic roles during the last decade. Since 1954 Blacks have seen the most concerted, Herculean struggle for civil rights in the history of this nation. The struggle has centered around the Black students who, for centuries, have been denied anything like an

equal opportunity to develop their potentials. In 1954, when the United States Supreme Court decided that forced segregation was socially and psychologically damaging and illegal, Black students were thrust into the midst of the civil rights struggle. Today, years later, Black students in desegregated schools still find themselves unwanted and, in some cases, in extreme danger (58:60-61).

The Theory of Self-Concept

Prior to the twentieth century references to self, or the self-concept, were limited almost solely to philosophical and theological writings and discussions. One of the most famous of these early pronouncements relative to the self was "cogito ergo sum" ("I think, therefore I am").

James assumed that the self could be viewed as an objective entity. He posited that man was composed of many selves. He cited the distinction between the self as observed and the self as observer. He further suggested that the feelings a person held about himself resulted from personal evaluations of his interaction in terms of his successes and failures. He depicted this self-evaluation or analysis as a ratio of the successes

to the pretensions of the individual and defined this as "self-esteem" (19:291-401).

Mead affirmed that the human being has a self. He extended and elaborated the concept of the "social self" to which James referred in developing a framework for his sociological theory. Mead was concerned with the ways by which people became selves; the manner or process by which an individual adapted to his social group. His theory was that an individual, by reacting to himself in a manner congruent to the ways he acted toward others, became a social being (29:135-226).

Many theories have arisen out of early movements in American psychology during the twentieth century. One such theory was the stimulus-response or behaviorist movement reviewed by Combs and Snygg. The basic assumption of this school of thought was that man was an organism which was governed by stimuli originating in the external environment. It was contended that the scientific method, as developed in the physical sciences, could be applied to the study of behavior. Combs and Snygg suggested the phenomenological approach as one means of studying human behavior. Their assumption was that all behavior "is completely determined by and pertinent to the phenomenal field of the behaving

organism" (9:10-45). According to these authors awareness is a cause of behavior, and what an individual thinks and feels determines what he will do.

A "third force" movement, developed just prior to World War II, was in opposition to the behaviorists. Proponents of this movement (30) did not reject empirical research but, rather, sought a science of psychology which considered the whole person in deference to concern for any particular method. They advocated a humanistic psychology.

Rogers' (36) theories were based on a phenomenological orientation. According to his theory man was considered to be a source of all acts and was free to make choices in each situation. Rogers, a leader in contemporary humanistic psychology, was an outspoken critic of the behaviorist psychologists. He contended than an individual developed a self-image and that this self-image, in turn, fulfilled a guidance and a maintenance function for adjusting to the external world. He asserted that in every instance the basis for behavior was founded in the individual's own perception of what was requisite for self-actualization.

May contended that the science of man was impossible without first considering subjective categories, such as the inner being of man (28:182-200).

According to Symonds, there are four aspects of self: (1) how an individual perceives himself, (2) what he thinks of himself, (3) how he values himself, and (4) how he attempts, through action, to enhance or defend himself. Symonds asserted that an individual might have a conscious as well as an unconscious concept of self, with the two possibly being totally different. He further asserted that self-evaluation might not necessarily be an accurate representation of an individual's self-concept (42:4).

Studies cited, and numerous studies consulted, mentioned the self as a focal point for empirical research and a powerful variable in studying human behavior. According to Fitts (14), the self-concept summarized the totality of a person's being. He further asserted that the self-concept acted as a "supramoderator" of the functioning of an individual and provided reliable data expressive of his true raison d'être. A further theory was that the self-concept cut across, condensed, or captured the essence of many variables among which were attitudes,

motives, needs, personality, and values which could provide a simple, more central variable with which to work. Fitts reaffirmed the theory that the self-concept was a significant variable in behavioral research and surmised that a view of what someone liked might generate a new view of what he needed to become.

Desegregation and the Black Student

Since the Supreme Court ruling in 1954 there has been growing concern about the self-concept of Black students in "de jure segregated" schools. According to Ornstein, many Black people have repudiated the practice of integration as a farce, not because they rejected integration but because, in practice, it was not fully implemented. They further believed that to separate the races was mentally unhealthy, but they also came to realize they had little choice (75:4-7).

Predestined by society, the Black student in America finds himself confronted with certain expectations. On the one hand he is inculcated with the ideals of middle class and democratic society, while on the other hand he is forced to conform to expectations demanded by a society in which practices of racial inequality permeate

almost all levels of his social contact. He is forced to function in a society in which mental inferiority, laziness, incompetency, and irresponsibility are part of the definitions assigned to him (71:136-142).

Since education is organized socialization, the individual is in constant contact with fellow creatures from the cradle to the grave. Further, the individual is a visible entity, while society is an invisible but real relation. Based upon this theory, there can be no dichotomy between an entity and its relationship.

The unique function of the schools, unlike that of other social agencies, is to provide the opportunity for each individual to fulfill his potential.

Segregationists have long voiced the unsubstantiated opinion that "school mixing" would mean educational chaos, with the Blacks dragging down the higher White standards. But the experiences of a great diversity of communities have indicated that these fears are unjustified. On the contrary, one of the most heartening and heartwarming developments in education today is the awakening of society, and education in general, to the inequitable plight of minority youth in the

public schools. Despite many antidesegregation tactics and laws adopted by southern legislatures since 1954 (ranging from various types of pupil assignment policies to complete cessation of public schools), one by one the great opinion-making institutions of school and society are turning their attention and energy to the problem of school desegregation and lagging compliance.

Americans are, on the one hand, living in a rapid and everchanging society--a society in which youngsters need guidance, understanding, and sympathy. On the other hand, students live in times when much of the rebellion of American youth seems to be due to their inability to see their place in the social scheme. Therefore, the public school must become instrumental in helping the individual to acquire, create, and sustain for himself a self-concept which permits and enables him to like himself and, therefore, to like others; one that enables him to move, without constrictions and undue inhibitions, in positive ways toward others who may be different in background from himself; and one that develops positive attitudes toward democracy--the social system in which he must live and to which he must contribute upon reaching adulthood (66:79-81).

Among the school's commitments to its citizenry is the provision of specialized assistance to help to socialize the individual into a useful and productive individual. There is, however, a real question as to whether or not it is fundamentally possible for an individual to realize equality of educational opportunity in the "de jure segregated" school. The central question here involves the possible inadequacy of education in the "de jure segregated" school which is not a school created or sustained by direct action of an arm of the state (87:371-381).

Despite this fact the school, which is an agent representative of the larger, more comprehensive, and more complex organization in which man finds himself, the organization called "society," is one of the major influences in the life preparatory experience of the child. Thus, the school can, and must, be an effective agency in developing the students' self-concepts and attitudes.

Investigators and educators, such as Jersild (16) and Sullivan (86), viewed the school as second to the home in its influence to shape the self-concept and self-esteem of the child. Educators firmly believed that in dealing with the minority student, who usually also is disadvantaged, it is

a waste of time to point fingers toward home. These disadvantaged homes simply do not have the preventives to provide all of the tools for developing positive self-concepts and positive attitudes. Therefore, if one has to look for an adequate and accountable institution, with powers and resources, the school is the answer. However, the school can answer this need only if it: (1) is adaptable and receptive to the needs of students and insures maximum learning opportunity for the individual; (2) creates people who are able to lead rich abundant lives; (3) helps develop individual potentialities; (4) gives people the courage required to stand up and be counted in meaningful and useful ways in the fight against the social forces which lead to and sustain prejudice, irrational discrimination, and bigotry; and (5) eliminates the social evils attendant upon the segregated society of our time (23:113-116).

Desegregation has made an impact on the whole of society--an impact which has pointed up a need for a sweeping and exacting program of self-criticism and analysis that enables us to understand the "whole person" in the total context of the sociocultural life. But, to date, no one has thought through just how this ought to

be done. Studies of school desegregation have pointed up tendencies toward better school achievement on the part of Black youth, but so far relatively little has been done to explore either the changes in self-concepts and attitudes that might have occurred or the causes for such changes. In fact, there are some indications that integration actually lessens the Black student's view of himself and negatively affects his attitude. Therefore, the impact of desegregation has brought to bear one of the greatest challenges facing American society; that is making manifest and real equal opportunity for the minority so that they may live constructively and independently in modern society (66:79-81).

The search by man for an understanding of himself and his efforts to achieve a self that will meet certain standards of desirability are not new. However, in recent years the self has been an object of scientific study, as well as speculative philosophy. The challenge facing the school is exceedingly complex, and the problem is not one that is amenable to easy solution. Educators and psychologists have recognized the study of self as a concept essential to understanding personality as one of the most vital areas of human growth (33:1-86).

Behavior, Self-Concept, and Blacks

Much has been discovered by psychologists about human behavior that is true but not necessarily useful. Behavior includes more than deportment. Behavior refers to an activity of human beings, what they do or say. It is assumed that behavior is learned. Both desirable and undesirable behaviors are learned. Certain theories have led people to believe that behavior is determined in the first years of life and not much can be done about it later.

However, taking a common sense approach would support, acknowledge, and take into consideration the fact that past events shape present behavior, but that present behavior can and does change for better or for worse.

If significant changes are to be realized, several factors should be taken into consideration. One such factor is the kind of environment that should be provided at the present that will encourage desirable behavior and diminish undesirable behavior and develop a positive self-concept.

In an attempt to change behavior and develop a positive self-concept parents, teachers, and educators should be careful about the labels they

attach to children, as well as the approaches used in attempting to develop positive attitudes and means for self-analysis by the subjects themselves (24:XVI-XVII).

Stroller defined self-concept as a person's approach to himself. He contended that a person's approach to himself constitutes his self-concept. Once established, his behavior toward himself tends to become autonomous, so that the individual's self-concept does not actually conform to reality in terms of how others actually react to him. It was asserted further that much of what enters a person's reception by others is determined by his expressive style; how he communicates rather than what he says (40:238).

From sociology and social psychology comes evidence that one's salient feelings about oneself are almost always in relation to other people. Clinical and experimental findings have borne out the notion that one forms images and attitudes about self in substantial accord with how significant others have perceived and evaluated him. One learns low self-esteem from scorn, ridicule, embarrassment, failure, and misunderstanding. One learns positive self-esteem through empathetic understanding, support and reassurance, and achievement. It

was asserted that if others expect one to fail, failure is indeed more likely. If success is expected, one strives all the harder to validate the expectations. One also evaluates himself against the scale of how well he expects others to perform (40:316).

According to Cobbs (7), an important factor in the growing ability to talk about racial matters was the exploding social climate of the 1960's. Blacks in great numbers were emerging from a dormant period. Many were marching, sitting-in, and protesting. The social turbulence resonated deep within individuals, and Blacks far removed from active participation in demanding their rights openly responded. In homes, on the street corners, in church--in short, everywhere, Blacks began to shatter a previous silence. Many began to actively initiate talk about "what it's like to be Black," opening up new dimensions in their lives. Many searched their own experiences with the excitement of adventurers, for the first time honestly weighing the color of their skin. During this self-confrontation many individuals openly displayed anger and rage, not directed at a specific person but at White America.

Blacks in this country view their problem along the axis of Blackness in America and share common factors in their view of the world which gives their psychological lives a uniquely different cast.

When an individual is born into a society which daily offers the view that he is inferior by virtue of inheriting more melanin, kinky hair, or thick lips, a distorted self-image is too often the outcome. This characterological scarring occurs to some degree in the psychological growth and development of all non-White Americans. The malignancy of White racism exerts its effect regardless of how benign the early family and social atmosphere (7:383-385).

The 1960's were a turbulent period preoccupied with race in America as the civil rights period highlighted the striving of Black people and focused on various aspects of racism. Whatever else occurred, for the first time many White people were forced to think about Blacks.

The majority of Blacks stored abundant memories of how their color negatively influenced life in America. These stored memories contain terrible pain, and as a matter of psychic economy most Blacks suppress them and hold them away from view. Research findings, according to Cobbs, also suggested that Whites increasingly have their own memory banks about what it is like to be Black. But while Blacks acquired their memories in confrontations with a hostile White-dominated society, Whites gathered their conclusions by observation and generally in the absence of any

interaction. What the majority of White people do is to define and describe Blacks as the opposite of Whites. Having defined them, Whites unknowingly measure everything Blacks say or do against a White standard rigged to make Blacks appear inferior. This comparison is made universally by White America. Its universality and its importance belie the myths stating that racial prejudice is inversely related to education, social class, or emotional maturity (7:385-386).

Cobbs (7) inferred that in a distant time, when the fortunes of war left the White European to contemplate his victories and to write his history, White thoughts and acts came to be considered civilized while those of dark-skinned people were dismissed as primitive. In the ineluctable march of history White supremacy became a permanent fixture. Thoughts were created to account for it, and Christianity was bent to justify it. Feelings of superiority and inferiority based on color were accepted by societies, and each generation they were driven deeper and deeper into the unconscious of individuals. Customs and conventions were erected, and where race entered fact became fiction and fantasy became truth. An enterface was formed which separated not only races of men but man from himself. This cleavage allowed conquerors and colonizers to exploit, plunder, and exterminate darker people without the slightest remorse. A critical

cornerstone of racial hatred was imported to America by the first White emigrants. It became permanent first in individual Whites and then in the national character with the massacre of native American Indians and the brutal enslavement of Africans. It remains in the gentlest of Americans.

The malignant disease of bigotry does not yield to the passage of time, the enactment of laws, or the effects of education. Prejudice is rarely openly expressed, it is not openly taught by parents or teachers, and is not identifiable by geographic regions. More than that, Americans acquire attitudes about Blacks which are a result of trusted and distorted group logic--a logic rarely examined critically. Prejudice comes at White Americans from so many directions that education affords no barrier. In those affected by this unhealthy concept many normal and physiological and psychological processes are interrupted and made deviant. For people of color there is scarcely a pathological process of body or mind which is not adversely affected by White racism. For those harboring the unhealthy concept it creates a faulty mental set affecting the functions of thinking and feeling (7:385-387).

Grier and Cobbs, in Black Rage and the Jesus Bag, used case histories to document the effect of racial prejudice on the psychological life of Blacks

in America. It was asserted that racial prejudice creates a surging anger which, if not understood and corrected, will see this country destroy its ethical aspirations in racial warfare.

Therefore, one of the most significant contributions that can be made to the mental health of an individual is to help him to identify the person he really is; to help him to make a realistic appraisal, to develop wholesome attitudes, and to recognize his strong points and his weak points. Thus, the school is second to the home and as such is (1) an institution which determines the growing individual's concept of himself and his attitudes of self-acceptance or self-rejection, (2) the place where all the important currents in his social relationships with his peers flow, (3) the theater in which much of the drama of his life is played, and (4) his most common meeting ground which occupies the greater part of his daily life. The role of the school must be a direct rather than an incidental one. It should be a place where dispensation of praise and reproof, and acceptance and rejection, are disseminated in a wholesome atmosphere and in a positive manner.

History of Integration in the South and Louisiana in Particular

In the fall of 1967, thirteen years after the Supreme Court decision requiring desegregation of public schools, approximately 14 per cent of Black

students included in a survey in eleven southern states were enrolled in public elementary and secondary schools in which at least half of the enrollment was White. The 1968 survey of the United States Department of Health, Education, and Welfare (HEW) covered 91 per cent of estimated Black enrollment in the eleven states.

Prior to enactment by Congress of the 1964 Civil Rights Act there was very little student desegregation in the South or in Louisiana. According to the Southern Education Reporting Service (SERS), 1.2 per cent of all Black public school students in the same eleven southern states were in schools which had some White pupils in 1963-1964. According to SERS, 0.6 per cent of Louisiana's Black students were reported in school with Whites at that time. This was a report indicating the nominal amount of desegregation achieved before 1964.

After the Department of Health, Education, and Welfare began enforcing the provisions of the Civil Rights Act of 1964 the pace of student desegregation increased slightly. SERS reported that approximately 2.2 per cent of all Black students in the southern states were in schools with White students in 1964-1965. This increased to

6.1 per cent in 1965-1966, and 15.9 per cent in 1966-1967.

Table 1 contains the per cent of Black-White public school enrollment in Louisiana from 1910 to 1967, including the Pointe Coupee Parish enrollment for the fall of 1968 (77:1-10).

According to the Louisiana State Department of Education, there were 35,196 Black students in predominantly or former White public schools in fifty-six of the sixty-six Louisiana school systems in October, 1968. A much smaller number of White students, 241, were reported as enrolled in Black schools in seven of the school systems. One of the school systems, Lafourche, with an enrollment of 14,390 White students and 2,497 Black students, was reported as a "unitary" school system since there was no distinction between White or Black schools in that system. Thus, all of its students and teachers could be considered to be in desegregated schools (79:1-55).

If the Lafourche students are excluded, the 35,196 Black students in White schools represented 10.5 per cent of all Black students in the other Louisiana public school systems in October, 1968. The 241 White students in the Black schools represented 0.05 per cent of the White students enrolled

TABLE 1--Per Cent of Black-White Public School Enrollment, Louisiana, 1910-1967

Year	Total Population	Number of Blacks	Per Cent of Total	Total Public School Population	Number of Black Students	Per Cent of Total
1910-11	1,656,388	713,874	43.1	283,466	86,526	30.5
1920-21	1,798,609	700,257	38.9	364,364	126,247	34.6
1930-31	2,101,593	776,326	36.9	437,109	154,772	35.4
1940-41	2,363,880	849,303	35.9	472,372	174,886	37.0
1950-51	2,683,516	882,428	32.9	495,001	191,284	38.6
1960-61	3,257,022	1,039,207	31.9	708,977	279,899	39.5
1967-68	. . . .	. . .	. .	863,038	337,225	39.1

Desegregated Enrollment in Pointe Coupee Parish, Fall 1968

Number of Black Students in White Schools	Number of White Students in Black Schools
166	0

at that time (79:14).

All except nine of the sixty-six Louisiana public school systems had some student desegregation at the beginning of the 1968-1969 school year. The nine systems with no desegregation had not come under court order at that time; they were Caldwell, Cameron, Catahoula, Franklin, Morehouse, Red River, Sabine, Tensas, and Carroll (79:3).

CHAPTER III

METHODOLOGY

This study was conducted for the purpose of investigating the effects of "de jure segregation" on the self-concepts of Black secondary school students in Pointe Coupee Parish, Louisiana. The present chapter was subdivided to include details of the research setting, population from which the research sample was drawn and research design, the instruments used, administration of the instruments, assignment of the subjects to research groups, and treatment of the data.

Research Setting

Research for the present study was conducted at Pointe Coupee Parish, Louisiana. At the time the research was in progress the school population was composed of students in grades one through twelve in six public schools of the parish.

The problems and effects of student desegregation varied considerably among the public school systems in Louisiana. One of the principal reasons

for this variation was the different racial composition of the systems. While the proportion of Black students in all public schools in the state was 39.3 per cent in 1967-1968, this proportion ranged from 6.7 to 70.8 per cent of the student bodies in individual school systems. Statistics for students in public schools in Pointe Coupee Parish for 1967-1968 (64) were as follows:

Average daily membership of White students 2,522

Average daily membership of Black students 3,574

Per cent of Black students 50.0-59.9

According to the Pointe Coupee Parish Public Schools Student Enrollment Report of October 26, 1973 (64), schools included in this study consisted of:

1. Four predominantly White schools: (enrollment) 885 Blacks, 1,008 Whites
2. One consolidated school: (enrollment) 999 Blacks*
3. One totally Black school: (enrollment) 1,298 Blacks

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*This consolidated school is the result of a combination of one predominantly Black school and one predominantly White school. However, to date, this school retains two separate campuses and administrative staffs--one Black administrator at the

In Pointe Coupe Parish several methods of student assignment have been used, and are being used, ranging from freedom of choice to some form of open enrollment. The present plan is principally a so-called geographic attendance zone and a combination school pairing and bussing in one area of the parish. The ineffectiveness of geographic zoning in Pointe Coupee Parish is due largely to:

1. The residential pattern of Whites and Blacks.
2. The location of the schools.
3. The fashion in which the zones are drawn which promotes segregation rather than desegregation.
4. The extent to which Black students are allowed to transfer to schools outside their zones and the methods used, such as consolidation, pairing, and bussing in combination with zoning.

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*(continued)
former all Black facility, and one White administrator at the former all White facility. Students are bussed for certain classes to one or another of the campuses. The school, however, is registered under one name as one school. It has a White enrollment of 250 students.

The Population and Research Design

The population from which the research sample was drawn consisted of those students who were in the eleventh and twelfth grades in the six public high schools located in Pointe Coupee Parish, Louisiana. Fifty Black junior and senior high students were selected randomly from among the students attending the predominantly Black school. Fifty Black junior and senior high students were selected randomly from the available junior and senior high school population of five predominantly White schools. Testing followed this selection.

The Instruments

The Gordon "How I See Myself" scale (Appendix A) used in this study was designed to measure self-concept. The items for the scale were developed from the materials in Jersild's In Search of Self (16). The scale consists of forty-two items divided into five factors: Teacher-School, Physical Appearance, Interpersonal Adequacy, Autonomy, and Academic Adequacy. An open-ended composition approach with categorization of the responses of the adolescents is the structure of the scale. The author's assumption was that

self-concept is not a unitary trait but that the child has several concepts of himself which are, to some degree, interrelated in a unifying organization but, on the other hand, are discreet enough to be measured separately. The scale measures the child's view of his body, of his peers, of his teachers, of his school, and of his own emotional control.

The scale was designed according to an end-point and a midpoint scale. One and five are the end points, with five being the most positive response. Two, three, and four are the midpoints. The items on the scale are reversed randomly to encourage the student to consider his response to each question carefully. However, for scoring purposes, the items were converted so that five always represented the positive end of the scale.

The score on a factor represents the sum of the items. The higher the score, the more positive is the individual's report of himself. For example, the Teacher-School factor consists of the sum of six items, a maximum score being thirty, a minimum being six, and the midpoint eighteen in terms of a positive or negative direction; the Physical Appearance factor consists of eight items with a possible score spread from eight to forty, with a midpoint

of twenty-four; the Interpersonal Adequacy factor consists of seventeen items, the maximum score being eighty-five, the minimum being seventeen, with a midpoint of fifty-one; the Autonomy factor consists of nine items, the maximum score being forty-five, the minimum being nine, with a midpoint of twenty-seven; and the Academic Adequacy factor consists of six items, the maximum score being thirty, the minimum being six, with a midpoint of eighteen.

In considering the various ways of determining the attitude of students, the interview method was accepted. According to Mouly, the interview may be used as a measurement technique in evaluating a person, to help make decisions for selection, for reviewing on-the-job or in school performance and obtaining data relating to student interests and attitudes (31:263-276).

He cautioned against "interviewer bias." This was handled through careful construction of the interview questions and the submission of the questions to fifteen students, not a part of the study sample, for validation purposes.

The interview guide started with three times as many possible questions as were finally used after validation. Content validity was established.

Administration of the Instruments

The Black junior and senior high school students who were selected randomly from among the list of names submitted by the administrators of the six public schools of Pointe Coupee Parish, Louisiana, during the first month of the 1974-1975 school session, and their parents, were contacted by mail to confirm their willingness to participate in the study. Immediately after these confirmations were received students were met with individually in an off campus setting, were interviewed, and were administered the GHISMS and the DSAQ. Both the interview and administration of the instruments were done by the writer.

Treatment of the Data

Dara for this study were derived from scores on the GHISMS and the DSAQ. Both instruments were hand scored, and scores were coded and key punched for computer analysis. The first null hypothesis was tested by t-tests for independent samples. The second null hypothesis was tested using chi square and Tests of the Significance of the Difference between Two Independent Proportions. The .05 level of significance was used in all cases.

CHAPTER IV

PRESENTATION AND DISCUSSION OF THE FINDINGS

Presentation of the Findings

Null Hypothesis One

The first null hypothesis stated that Black students attending predominantly White secondary schools would not differ significantly in their self-concepts as measured by the Gordon "How I See Myself" scale. In order to test this general null hypothesis five null subhypotheses, one per selected factor from the "How I See Myself" scale, were tested.

Teacher-School factor. The first null subhypothesis stated that there was no difference between the mean scores of Black students attending predominantly White schools and predominantly Black schools on the Teacher-School factor. Table 2 presents the statistics relevant to this hypothesis. A t-test for independent samples revealed a significant difference ($t = 7.74$, $p < .01$) between the

TABLE 2--Number, Means, Standard Deviations, Degrees of Freedom, and t-Ratio for Black Students in Predominantly White Schools versus Black Students in Predominantly Black Schools on the Teacher-School Factor of "How I See Myself" Scale

	N	$\bar{X}$	S	t	df	p
Predominantly White	50	20.39	3.21			
				7.74	98	.01
Predominantly Black	50	24.80	2.42			

subscale mean of Black students in predominantly White schools (20.39) and the mean of those in predominantly Black schools (24.80). Therefore, the null hypothesis was rejected. In terms of the Teacher-School factor, Black students in predominantly Black schools exhibited higher self-concepts.

Physical Appearance factor. The second null subhypothesis stated that there was no difference between the mean scores of Black students attending predominantly White schools and predominantly Black schools on the Physical Appearance factor. Table 3 presents the statistics relevant to this hypothesis. A t-test for independent samples revealed a significant difference ($t = 6.63$, $p < .01$) between the subscale mean of Black students in predominantly White schools (28.12) and the mean of those in predominantly Black schools (34.02). Therefore, the null hypothesis was rejected. In terms of the Physical Appearance factor, Black students in predominantly Black schools exhibited higher self-concepts.

Autonomy factor. The third null subhypothesis stated that there was no difference between the mean scores of Black students attending

TABLE 3--Number, Means, Standard Deviations, Degrees of Freedom, and t-Ratio for Black Students in Predominantly White Schools versus Black Students in Predominantly Black Schools on the Physical Appearance Factor of "How I See Myself" Scale

	N	$\bar{X}$	S	t	df	p
Predominantly White	50	28.12	4.29			
				6.63	98	.01
Predominantly Black	50	34.02	4.56			

predominantly White schools and predominantly Black schools on the Autonomy factor. Table 4 presents the statistics relevant to this hypothesis. A t-test for independent samples revealed a significant difference ($t = 9.99$, $p < .01$) between the subscale mean of Black students in predominantly White schools (57.22) and the mean of those in predominantly Black schools (72.90). Therefore, the null hypothesis was rejected. In terms of the Autonomy factor, Black students in predominantly Black schools exhibited higher self-concepts.

Interpersonal Adequacy factor. The fourth null subhypothesis stated that there was no difference between the mean scores of Black students attending predominantly White schools and predominantly Black schools on the Interpersonal Adequacy factor. Table 5 presents the statistics relevant to this hypothesis. A t-test for independent samples revealed a significant difference ($t = 9.66$, $p < .01$) between the subscale mean of Black students in predominantly White schools (28.46) and the mean of those in predominantly Black schools (36.06). Therefore, the null hypothesis was rejected. In terms of the

TABLE 4--Number, Means, Standard Deviations, Degrees of Freedom, and t-Ratio for Black Students in Predominantly White Schools versus Black Students in Predominantly Black Schools on the Autonomy Factor of "How I See Myself" Scale

	N	$\bar{X}$	S	t	df	p
Predominantly White	50	57.22	9.07			
				9.99	98	.01
Predominantly Black	50	72.90	6.35			

TABLE 5--Number, Means, Standard Deviations, Degrees of Freedom, and t-Ratio for Black Students in Predominantly White Schools versus Black Students in Predominantly Black Schools on the Interpersonal Adequacy Factor of "How I See Myself" Scale

	N	$\bar{X}$	S	t	df	p
Predominantly White	50	28.46	3.65			
				9.66	98	.01
Predominantly Black	50	36.06	5.09			

Interpersonal Adequacy factor, Black students in predominantly Black schools exhibited higher self-concepts.

Academic Adequacy factor. The fifth null subhypothesis stated that there was no difference between the mean scores of Black students attending predominantly White schools and predominantly Black schools on the Academic Adequacy factor. Table 6 presents the statistics relevant to this hypothesis. A t-test for independent samples revealed a significant difference ($t = 5.42$, $p < .01$) between the subscale mean of Black students in predominantly White schools (21.30) and the mean of those in predominantly Black schools (25.04). In terms of the Academic Adequacy factor, Black students in predominantly Black schools exhibited higher self-concepts.

Null Hypothesis Two

The second null hypothesis stated that Black students attending predominantly White secondary schools would not differ significantly in their attitudes toward school and the educative process in general as measured by the Derosin "Student Attitude Questionnaire." In order to test this general null hypothesis forty-seven null

TABLE 6--Number, Means, Standard Deviations, Degrees of Freedom, and t-Ratio for Black Students in Predominantly White Schools versus Black Students in Predominantly Black Schools on the Academic Adequacy Factor of "How I See Myself" Scale

	N	$\bar{X}$	S	t	df	p
Predominantly White	50	21.30	2.93			
				5.42	98	.01
Predominantly Black	50	25.04	3.94			

subhypothesis, one per selected item on the Derosin "Student Attitude Questionnaire," were tested. Table 7 presents the proportions and frequencies for selection of the various response categories for each item according to school classification, along with appropriate test statistics and probability levels. Forty-seven items are listed in the table.

Item 1 asked: "Do you consider school important?" In the predominantly White school 100 per cent responded yes; in the predominantly Black school 98 per cent responded yes. A test of the difference between two independent proportions revealed no significant difference ($z = 1.16$, ns) between these proportions.

Item 2 asked: "If you were given the privilege of selecting the school of your choice in the parish which would you attend?" In the predominantly White school 58 per cent responded same; in the predominantly Black school 72 per cent responded same. A test of the difference between independent proportions revealed no significant difference ($z = 1.49$, ns) between these proportions.

Item 3 asked: "Do you feel the Board of Education and the local officials are providing

TABLE 7--Results of Derosin "Student Attitude Questionnaire"

Item	Response	Predominantly White		Predominantly Black		Test	Statistics	p
		Per Cent	Frequency	Per Cent	Frequency			
1.	Yes	1.00	50	.98	49	Diff.	z = 1.16	ns
	No	.00	0	.02	1	Prop.		
2.	Same	.58	29	.72	36	Diff.	z = 1.49	ns
	Different	.42	21	.28	14	Prop.		
3.	Yes	.14	7	.10	5	Diff.	z = .62	ns
	No	.86	43	.90	45	Prop.		
4.	Yes	.12	6	.16	8	Diff.	z = .58	ns
	No	.88	44	.84	42	Prop.		
5.	Yes	.26	13	.28	14	Diff.	z = .23	ns
	No	.74	37	.72	36	Prop.		
6.	Yes	.08	4	.04	2	Diff.	z = .87	ns
	No	.92	46	.96	48	Prop.		
7.	Yes	.16	8	.12	6	Diff.	z = .58	ns
	No	.84	42	.88	44	Prop.		
8.	Yes	.48	24	.14	7	Diff.	z = 3.98	.05
	No	.52	26	.86	43	Prop.		
9a.	Yes	.68	34	1.00	50	Diff.	z = 4.88	.05
	No	.32	16	.00	0	Prop.		
9b.	Yes	.94	47	1.00	50	Diff.	z = 1.81	ns
	No	.06	3	.00	0	Prop.		
10.	Yes	.58	29	.72	36	Diff.	z = 1.49	ns
	No	.42	21	.28	14	Prop.		

(Continued)

TABLE 7--Continued

Item	Response	Predominantly White		Predominantly Black		Test	Statistics	p
		Per Cent	Frequency	Per Cent	Frequency			
11.	Yes	.60	30	.50	25	Diff. Prop.	z = 1.01	ns
	No	.40	20	.50	25			
13.	Yes	.68	34	.94	47	Diff. Prop.	z = 3.54	.05
	No	.32	16	.06	3			
15.	Black	.82	41	.82	41	Chi square	X^2 = 0.00	ns (2df)
	White	.06	3	.06	3			
	Either	.12	6	.12	6			
16.	Yes	.64	32	.92	46	Diff. Prop.	z = 3.61	.05
	No	.36	18	.08	4			
17.	Yes	.44	22	.96	48	Diff. Prop.	z = 6.95	.05
	No	.56	28	.04	2			
18.	Yes	.36	28	.82	41	Diff. Prop.	z = 2.94	.05
	No	.44	22	.18	9			
19.	Yes	.44	22	.92	46	Diff. Prop.	z = 6.16	.05
	No	.56	28	.08	4			
20.	Yes	.98	49	.98	49	Diff. Prop.	z = 0.00	ns
	No	.02	1	.02	1			
21.	Yes	.58	29	.90	45	Diff. Prop.	z = 3.94	.05
	No	.42	21	.10	5			
22.	Yes	.50	25	1.00	50	Diff. Prop.	z = 7.07	.05
	No	.50	25	.00	0			
23.	Yes	.52	26	.76	38	Diff. Prop.	z = 2.60	.05
	No	.48	24	.24	12			

(Continued

TABLE 7--Continued

Item	Response	Predominantly White Per Cent	Predominantly White Frequency	Predominantly Black Per Cent	Predominantly Black Frequency	Test	Statistics	p
24.	Yes	.80	40	.96	48	Diff. Prop.	z = 2.56	.05
	No	.20	10	.04	2			
25.	Yes	.64	32	.84	42	Diff. Prop.	z = 2.36	.05
	No	.36	18	.16	8			
26.	Yes	.52	26	.84	42	Diff. Prop.	z = 3.70	.05
	No	.48	24	.16	8			
27.	Yes	.60	30	.54	27	Diff. Prop.	z = .61	ns
	No	.40	20	.46	23			
28.	Yes	.50	25	.30	15	Diff. Prop.	z = 3.09	.05
	No	.50	25	.70	35			
29.	Yes	.76	38	1.00	50	Diff. Prop.	z = 4.00	.05
	No	.24	12	.00	0			
32.	Yes	.74	37	.90	45	Diff. Prop.	z = 2.14	.05
	No	.26	13	.10	5			
33.	Fairly well	.50	25	.06	3	Chi square	X^2 = 204.37	.01(2df)
	Good	.38	19	.16	8			
	Exceptionally well	.12	6	.78	39			
34.	Fairly well	.26	13	.22	11	Chi square	X^2 = 39.50	.01(2df)
	Good	.64	32	.28	14			
	Exceptionally well	.10	5	.50	25			

(Continued)

TABLE 7--Continued

Item	Response	Predominantly White Per Cent	Predominantly White Frequency	Predominantly Black Per Cent	Predominantly Black Frequency	Test	Statistics	p
35.	Never	.98	49	.56	28	Chi square	$X^2 = 36.00$	.01(2df)
	Often	.00	0	.36	18			
	Very often	.01	1	.08	4			
36.	Seldom	.24	12	.00	0	Chi square	$X^2 = 52.77$	.01(3df)
	Often	.38	19	.18	9			
	Very often	.08	4	.06	3			
	Always	.30	15	.76	38			
37.	Often	.30	15	.06	3	Chi square	$X^2 = 59.83$	.01(3df)
	Very often	.12	6	.16	8			
	Seldom	.36	18	.24	12			
	Always	.22	11	.54	27			
38.	Poorly	.00	0	.04	2	Chi square	$X^2 = 143.04$	.01(3df)
	Fairly well	.22	11	.02	1			
	Good	.52	26	.28	14			
	Exceptionally well	.26	13	.66	33			
39.	Apathy	.04	2	.06	3	Chi square	$X^2 = 10.40$	.01(2df)
	Drugs	.00	0	.16	8			
	Discipline	.96	48	.78	39			
40.	Teacher centered	.16	8	.02	1	Chi square	$X^2 = 60.08$	.01(2df)
	Student centered	.14	7	.42	21			
	Subject matter centered	.70	35	.56	28			

(Continued)

TABLE 7--Continued

Item	Response	Predominantly White Per Cent	Predominantly White Frequency	Predominantly Black Per Cent	Predominantly Black Frequency	Test	Statistics	p
41.	Your friend	.34	17	.14	7	Chi square	$X^2 = 18.16$	.01(2df)
	Your teacher	.62	31	.84	42			
	Your parent	.04	2	.02	1			
42.	Alone	.00	0	.02	1	Chi square	$X^2 = 1.59$	ns(2df)
	With a large group	.18	9	.14	7			
	With a few close friends	.82	41	.84	42			
43.	Yourself	.62	31	.88	44	Chi square	$X^2 = 21.78$	.01(3df)
	Your parent	.30	15	.00	0			
	Pleasing teacher	.02	1	.04	2			
	Getting in college	.06	3	.08	4			
44.	Near a window	.48	24	.10	5	Chi square	$X^2 = 100.22$	.01(2df)
	Near the door	.10	5	.02	1			
	In front of the room	.42	21	.88	44			
45.	Be quiet	.18	9	.72	36	Chi square	$X^2 = 76.94$	.01(2df)
	Talk in front of the group	.72	36	.26	13			
	Talk to the teacher	.10	5	.02	1			

(Continued)

TABLE 7--Continued

Item	Response	Predominantly White Per Cent	Predominantly White Frequency	Predominantly Black Per Cent	Predominantly Black Frequency	Test	Statistics	p
46.	To work hard for future	.34	17	.32	16	Chi square	$X^2 = 4.96$	ns(2df)
	To love others	.24	12	.14	7			
	To really know yourself	.42	21	.54	27			
47.	Lecture	.36	18	.08	4	Chi square	$X^2 = 54.61$	.01(2df)
	Discussion	.58	29	.88	44			
	Independent study	.06	3	.04	2			
48.	Very poor	.58	29	.64	32	Chi square	$X^2 = 8.96$	.05(2df)
	Black	.12	6	.04	2			
	Disfigured	.30	15	.32	16			
49.	Loyalty	.08	4	.08	4	Chi square	$X^2 = 1.02$	ns(2df)
	Generosity	.00	0	.02	1			
	Honesty	.92	46	.90	45			
50.	Your looks	.00	0	.16	8	Chi square	$X^2 = 62.52$	.01(2df)
	Your academic ability	.36	18	.64	32			
	Your social life	.64	32	.20	10			

active and progressive leadership toward elimination of a dual system in your parish?" In the predominantly White school 14 per cent responded yes; in the predominantly Black school 10 per cent responded yes. A test of the difference between two independent proportions revealed no significant difference ($z = 0.62$, ns) between these proportions.

Item 4 asked: "Do you believe efforts toward complete desegregation in your parish are being shared equally as possible by members of both White and Black communities?" In the predominantly White school 12 per cent responded yes; in the predominantly Black school 16 per cent responded yes. A test of the difference between two independent proportions revealed no significant difference ($z = 0.58$, ns) between these propostions.

Item 5 asked: "Do you feel the local school officials are carrying the major responsibility for school desegregation rather than depending upon the voluntary efforts of private citizens?" In the predominantly White school 26 per cent responded yes; in the predominantly Black school 28 per cent responded yes. A test of the difference between two independent proportions revealed no significant difference ($z = 0.23$, ns) between

these proportions.

Item 6 asked: "Do you feel desegregation is being carried out as fast as possible and without unnecessary delay?" In the predominantly White school 8 per cent responded yes; in the predominantly Black school 4 per cent responded yes. A test of the difference between two independent proportions revealed no significant difference ($z = 0.87$, ns) between these proportions.

Item 7 asked: "Do you know of any effort by the school officials in involving representatives of local organizations and Blacks interested in education?" In the predominantly White school 16 per cent responded yes; in the predominantly Black school 12 per cent responded yes. A test of the difference between two independent proportions revealed no significant difference ($z = 0.58$, ns) between these proportions.

Item 8 asked: "Do school officials keep your parents and the total community informed of major decisions, plans, and progress of the schools of the parish?" In the predominantly White school 48 per cent responded yes; in the predominantly Black school 14 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference ($z = 3.98$,

p .05) between these proportions.

Item 9a asked: "Does your school have a student handbook containing the school rules and regulations?" In the predominantly White school 68 per cent responded yes; in the predominantly Black school 100 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference ($z = 4.88$, $p < .05$) between these proportions.

Item 9b asked: "Do you feel a handbook is important?" In the predominantly White school 94 per cent responded yes; in the predominantly Black school 100 per cent responded yes. A test of the difference between two independent proportions revealed no significant difference ($z = 1.81$, ns) between these proportions.

Item 10 asked: "Do you feel your school system is providing the type of curriculum that will permit you to receive the type of educational background for your chosen vocation after high school?" In the predominantly White school 58 per cent responded yes; in the predominantly Black school 72 per cent responded yes. A test of the difference between two independent proportions revealed no significant difference ($z = 1.49$, ns) between these proportions.

Item 11 asked: "What sport as a boy/girl do you like best? Do you participate in sports at school? If no, why?" In the predominantly White school 60 per cent responded yes; in the predominantly Black school 50 per cent responded yes. A test of the difference between two independent proportions revealed no significant difference ($z = 1.01$, ns) between these proportions.

Item 13 asked: "Do you belong to some of the clubs and organizations you would like to belong to?" In the predominantly White school 68 per cent responded yes; in the predominantly Black school 94 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference ($z = 3.54$, $p < .05$) between these proportions.

Item 15 asked: "Which do you prefer having as teachers?" In the predominantly White school 82 per cent responded Black, 6 per cent responded White, and 12 per cent responded either; in the predominantly Black school 82 per cent responded Black, 6 per cent responded White, and 12 per cent responded either. A chi square goodness-of-fit test was applied to these data and revealed no difference ($X^2 = 0.00$, ns) between the two distributions.

Item 16 asked: "Are you free to sit where you choose in your classes?" In the predominantly White school 64 per cent responded yes; in the predominantly Black school 92 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference ($z = 3.61$, $p < .05$) between these proportions.

Item 17 asked: "Are there a substantial number of multiethnic and Black group materials available in your classroom and the library?" In the predominantly White school 44 per cent responded yes; in the predominantly Black school 96 per cent responded Yes. A test of the difference between two independent proportions revealed a significant difference ($z = 6.95$, $p < .05$) between these proportions.

Item 18 asked: "Are provisions made by the teachers and librarian for their use by you?" In the predominantly White school 56 per cent responded yes; in the predominantly Black school 82 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference ($z = 2.94$, $p < .05$) between these proportions.

Item 19 asked: "Do you have Career Days or Career Presentations on career opportunities by

Black human resources?" In the predominantly White school 44 per cent responded yes; in the predominantly Black school 92 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference ($z = 6.16$, $p < .05$) between these proportions.

Item 20 asked: "Do you feel Black resource persons can be of special benefit to you?" In the predominantly White school 98 per cent responded yes; in the predominantly Black school 98 per cent responded yes. A test of the difference between two independent proportions revealed no difference ($z = .00$, ns) between these proportions.

Item 21 asked: "Do you feel you are disciplined fairly and impartially by your principal?" In the predominantly White school 58 per cent responded yes; in the predominantly Black school 90 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference ($z = 3.94$, $p < .05$) between these proportions.

Item 22 asked: "Are events and displays of works of great people including Blacks in your classroom discussions?" In the predominantly White school 50 per cent responded yes; in the predominantly

Black school 100 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference ($z = 7.07$, $p < .05$) between these proportions.

Item 23 asked: "Has anyone of your parents or both been involved in your school activities?" In the predominantly White school 52 per cent responded yes; in the predominantly Black school 76 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference ($z = 2.60$, $p < .05$) between these proportions.

Item 24 asked: "Do you understand the grading system in your school?" In the predominantly White school 80 per cent responded yes; in the predominantly Black school 96 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference ($z = 2.56$, $p < .05$) between these proportions.

Item 25 asked: "Do you feel your teachers grade fairly and impartially?" In the predominantly White school 64 per cent responded yes; in the predominantly Black school 84 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference

($z = 2.36$, $p < .05$) between these proportions.

Item 26 asked: "When disciplined by your teachers and/or principal do you feel you have always been dealt with fairly and impartially?" In the predominantly White school 52 per cent responded yes; in the predominantly Black school 84 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference ($z = 3.70$, $p < .05$) between these proportions.

Item 27 asked: "Do you feel you are smarter than the majority of your classmates?" In the predominantly White school 60 per cent responded yes; in the predominantly Black school 54 per cent responded yes. A test of the difference between two independent proportions revealed no significant difference ($z = .61$, ns) between these proportions.

Item 28 asked: "Do you have a favorite spot in the cafeteria?" In the predominantly White school 50 per cent responded yes; in the predominantly Black school 30 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference ($z = 2.09$, $p < .05$) between these proportions.

Item 29 asked: "How many assistant principals are there in your school?" Do you feel there is a need for them?" In the predominantly White school 76 per cent responded yes; in the predominantly Black school 100 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference ($z = 4.00$, $p < .05$) between these proportions.

Item 32 asked: "Are you familiar with the kinds of financial assistance available to you for continuing your education beyond high school?" In the predominantly White school 74 per cent responded yes; in the predominantly Black school 90 per cent responded yes. A test of the difference between two independent proportions revealed a significant difference ($z = 2.14$, $p < .05$) between these proportions.

Item 33 asked: "How do you communicate with your principal?" In the predominantly White school 50 per cent responded fairly well, 39 per cent responded good, and 12 per cent responded exceptionally well; in the predominantly Black school 6 per cent responded fairly well, 16 per cent responded good, and 78 per cent responded exceptionally well. A chi square goodness-of-fit test

was applied to these data and revealed a significant difference (X^2 = 204.37, $p < .01$) between the two distributions.

Item 34 asked: "How do you communicate with your teachers?" In the predominantly White school 26 per cent responded fairly well, 64 per cent responded good, and 10 per cent responded exceptionally well; in the predominantly Black school 22 per cent responded fairly well, 28 per cent responded good, and 50 per cent responded exceptionally well. A chi square goodness-of-fit test was applied to these data and revealed a significant difference (X^2 = 39.50, $p < .01$) between the two distributions.

Item 35 asked: "Do your teachers visit your home?" In the predominantly White school 98 per cent responded never, 0 per cent responded often, and 1 per cent responded very often; in the predominantly Black school 56 per cent responded never, 36 per cent responded often, and 8 per cent responded very often. A chi square goodness-of-fit test was applied to these data and revealed a significant difference (X^2 = 36.00, $p < .01$) between the two distributions.

Item 36 asked: "Do your teachers and principal respect your rights as a student?" In the predominantly White school 24 per cent responded seldom, 38 per cent responded often, 8 per cent responded very often, and 30 per cent responded always; in the predominantly Black school 0 per cent responded seldom, 18 per cent responded often, 6 per cent responded very often, and 76 per cent responded always. A chi square goodness-of-fit test was applied to these data and revealed a significant difference ($X^2 = 52.77$, $p < .01$) between the two distributions.

Item 37 asked: "Do you get special help from your teachers in areas in which you may need extra help?" In the predominantly White school 30 per cent responded often, 12 per cent responded very often, 36 per cent responded seldom, and 22 per cent responded always; in the predominantly Black school 6 per cent responded often, 16 per cent responded very often, 24 per cent responded seldom, and 54 per cent responded always. A chi square goodness-of-fit test was applied to these data and revealed a significant difference ($X^2 = 59.83$, $p < .01$) between the two distributions.

Item 38 asked: "How do you get along with your classmates?" In the predominantly White school 0 per cent responded poorly, 22 per cent responded fairly well, 52 per cent responded good, and 26 per cent responded exceptionally well; in the predominantly Black school 4 per cent responded poorly, 2 per cent responded fairly well, 28 per cent responded good, and 66 per cent responded exceptionally well. A chi square goodness-of-fit test was applied to these data and revealed a significant difference ($X^2 = 143.04$, $p < .01$) between the two distributions.

Item 39 asked: "What is the most serious problem in your school?" In the predominantly White school 4 per cent responded apathy, 0 per cent responded drugs, and 96 per cent responded discipline; in the predominantly Black school 6 per cent responded apathy, 16 per cent responded drugs, and 78 per cent responded discipline. A chi square goodness-of-fit test was applied to these data and revealed a significant difference ($X^2 = 10.40$, $p < .01$) between the two distributions.

Item 40 asked: "How would you rate your classroom?" In the predominantly White school 16 per cent responded teacher centered, 14 per cent responded

student centered, and 70 per cent responded subject-matter centered; in the predominantly Black school 2 per cent responded teacher centered, 42 per cent responded student centered, and 56 per cent responded subject-matter centered. A chi square goodness-of-fit test was applied to these data and revealed a significant difference ($X^2 = 60.08$, $p < .01$) between the two distributions.

Item 41 asked: "If you needed help in your studies whom would you probably go to?" In the predominantly White school 34 per cent responded your friend, 62 per cent responded your teacher, and 4 per cent responded your parent; in the predominantly Black school 14 per cent responded your friend, 84 per cent responded your teacher, and 2 per cent responded your parent. A chi square goodness-of-fit test was applied to these data and revealed a significant difference ($X^2 = 18.16$, $p < .01$) between the two distributions.

Item 42 asked: "At school where do you have the most fun?" In the predominantly White school 0 per cent responded alone, 18 per cent responded with a large group, and 82 per cent responded with a few close friends; in the predominantly Black school 2 per cent responded alone, 14 per cent

responded with a large group, and 84 per cent responded with a few close friends. A chi square goodness-of-fit test was applied to these data and revealed no significant difference (X^2 = 1.59, ns) between the two distributions.

Item 43 asked: "When you worry about your mark on an exam do you think about yourself, your parent, pleasing teacher, or getting into college?" In the predominantly White school 62 per cent responded yourself, 30 per cent responded your parent, 2 per cent responded pleasing teacher, and 6 per cent responded getting into college; in the predominantly Black school 88 per cent responded yourself, 0 per cent responded your parent, 4 per cent responded pleasing teacher, and 8 per cent responded getting into college. A chi square goodness-of-fit test was applied to these data and revealed a significant difference (X^2 = 21.78, $p < .01$) between the two distributions.

Item 44 asked: "Where do you prefer to sit in your class?" In the predominantly White school 48 per cent responded near a window, 10 per cent responded near the door, and 42 per cent responded in front of the room; in the predominantly Black school 10 per cent responded near a window, 2 per

cent responded near the door, and 88 per cent responded in front of the room. A chi square goodness-of-fit test was applied to these data and revealed a significant difference (X^2 = 100.22, $p < .01$) between the two distributions.

Item 45 asked: "What is the hardest for you to do?" In the predominantly White school 18 per cent responded be quiet, 72 per cent responded talk in front of the group, and 10 per cent responded talk to the teacher; in the predominantly Black school 72 per cent responded be quiet, 26 per cent responded talk in front of the group, and 2 per cent responded talk to the teacher. A chi square goodness-of-fit test was applied to these data and revealed a significant difference (X^2 = 76.94, $p < .01$) between the two distributions.

Item 46 asked: "Which is not important?" In the predominantly White school 34 per cent responded to work hard for the future, 24 per cent responded to love others, and 42 per cent responded to really know yourself; in the predominantly Black school 32 per cent responded to work hard for the future, 14 per cent responded to love others, and 54 per cent

responded to really know yourself. A chi square goodness-of-fit test was applied to these data and revealed no significant difference (X^2 = 4.96, ns) between the two distributions.

Item 47 asked: "What teaching method do most of your teachers normally use?" In the predominantly White school 36 per cent responded lecture, 58 per cent responded discussion, and 6 per cent responded independent study; in the predominantly Black school 8 per cent responded lecture, 88 per cent responded discussion, and 4 per cent responded independent study. A chi square goodness-of-fit test was applied to these data and revealed a significant difference (X^2 = 54.61, $p < .01$) between the two distributions.

Item 48 asked: "Which would you least like to be?" In the predominantly White school 58 per cent responded very poor, 12 per cent responded Black, and 30 per cent responded disfigured; in the predominantly Black school 64 per cent responded very poor, 4 per cent responded Black, and 32 per cent responded disfigured. A chi square goodness-of-fit test was applied to these data and revealed a significant difference (X^2 = 8.96, $p < .05$) between the two distributions.

Item 49 asked: "Which is the most important in friendship?" In the predominantly White school 8 per cent responded loyalty, 0 per cent responded generosity, and 92 per cent responded honesty; in the predominantly Black school 8 per cent responded loyalty, 2 per cent responded generosity, and 90 per cent responded honesty. A chi square goodness-of-fit test was applied to these data and revealed no significant difference (X^2 = 1.02, ns) between the two distributions.

Item 50 asked: "Which would you most like to improve?" In the predominantly White school 0 per cent responded your looks, 36 per cent responded your academic ability, and 64 per cent responded your social life; in the predominantly Black school 16 per cent responded your looks, 64 per cent responded your academic ability, and 20 per cent responded your social life. A chi square goodness-of-fit test was applied to these data and revealed a significant difference (X^2 = 62.52, $p < .01$) between the two distributions.

Discussion of the Findings

Null Hypothesis One

In all five cases the null subhypotheses were rejected, leading to an overall rejection of the first null hypothesis. This finding rather clearly revealed that Black students in predominantly Black schools exhibited higher self-concepts than their counterparts in predominantly White schools. When comparing the two groups of students who were selected randomly for the study in terms of their backgrounds and experiences, the outstanding difference was their differential school environments. Although causality could not be directly inferred from these findings, there very definitely was a strong association between type of school attended and self-concepts.

Null Hypothesis Two

The findings for null hypothesis two gave even greater credence to the association faced in testing the first null hypothesis. On thirty-one of fifty items on the Derosin "School Attitude Questionnaire" the responses of the two groups of students were significantly different, indicating that their attitudes toward schooling were quite

distinct. The responses generally indicated that Black students in the predominantly White school felt more isolated and insecure in school than their counterparts in the predominantly Black school. Again, the inference of causality could not be directly inferred, but circumstantial evidence was sufficiently strong to suggest it could be suspected. At any rate, it might safely be concluded that Black students in predominantly White schools harbored more negative attitudes and beliefs about their schools than their counterparts in predominantly Black schools.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

One of the salient findings derived from this study was that Black students in predominantly White schools involved in the study exhibited lower self-concepts and less favorable attitudes as students in "de jure segregated" schools, and Black students in predominantly Black schools involved in the study exhibited higher self-concepts and more favorable attitudes as students in "de jure segregated" schools. This evidence was construed to support similar findings in previous studies which indicated that self-concepts and attitudes were different in students attending predominantly White "de jure segregated" schools as opposed to students attending predominantly Black "de jure segregated" schools.

Conclusions

A major conclusion derived from this study was that the self-concepts and attitudes of Black

students in predominantly White schools, as a result of "de jure segregation," were associated with their being students in a "de jure segregated" and predominantly White schools.

The analysis of the data tested the interaction of several variables as potential catalysts for these effects. This analysis revealed that "de jure segregation" was related to the self-concepts and attitudes displayed.

Based on the statistical treatment and analysis of the data, the following conclusions were derived relative to the problem investigated in this study:

1. Students, as a result of "de jure segregation" in Pointe Coupee Parish, Louisiana, who attended predominantly White schools, were enrolled in an academic environment which was associated with lower self-concepts and attitudes.
2. Students who, as a result of "de jure segregation" in Pointe Coupee Parish, Louisiana, who attended predominantly Black schools, were enrolled in an academic environment which was associated with higher self-concepts and

attitudes.

Recommendations

The present research revealed that there were differences between the Black students in Group A (predominantly White schools) and Black students in Group B (predominantly Black schools) in self-concepts and attitudes. Although the differences were statistically significant, further research relative to the problem would be warranted. The following suggestions are recommended as a point of departure in designing future studies:

1. The present study should be replicated and expanded to include a large cross sample of all senior high students with the use of standardized evaluation procedures.
2. Research should be conducted to compare the changes in self-concepts exhibited by a group of just Black students in just one racial composition. Such a study could be conducted following a longitudinal design.

Postscript

A Challenge to Public Education

Perhaps the greatest challenge to the schools today is that posed by the minority students, particularly the Black. Time is running out for the acceptance of this challenge by the American system of education. A great deal of time has already been wasted by refusal, until recently, to recognize the problem. During the past few years research, writing, proposals, conferences, and so forth on educating the minority have increased, but with no major breakthrough nor remedy of the problem.

Faced as we are with a second American revolution, students from slum, migrant, and low income groups must have education which is tailored to create a revolution in their expectations. They must find in the schools a curriculum and experiences which serve more and more as elevators for optimal social mobility. Only in this way will American ideals become more than bitter myths to the Black students who have no means of realizing them to an appreciable extent.

History is replete with examples to prove that men lose faith in any institution or system which continuously denies the blessings for which

it professedly stands. The term "social dynamite" has proven to be too mild. The majority of the Black school population still finds the elevator too full, self-realization stalled, and the door to promised opportunity simultaneously slammed in their faces because of some queer accident of race and social class status. Although the situation may be improving in some locales, desegregation remains a problem for Black youth in America.

The students who are allowed to develop personalities in an environment that systematically rejects them, sociologically or psychologically, are likely to develop personality traits that are deemed undesirable in their culture. Some may respond to rejection in a positive fashion, but most respond in a negative and destructive way.

The Black student may possess a combination of characteristics, but one who is socially or psychologically rejected is often a victim of strong inferiority feelings. The Black student who has been subjected to segregation and discrimination all his life will very likely fit this category. The student who has been rejected or denied experiences that would have enhanced his personal growth often reacts in one of four characteristic patterns: resentment, fear,

inferiority, or indifference.

According to many leading sociologists and educators, such as Davis (12), our schools for the lowest third of our population are almost a complete failure. Race and low social class status have served as barriers to success in the usual school program. Traditionally, the school curriculum is a deck stacked against the lower class Black youth. The social class content of the curriculum also is drawn from middle class values, and many top management personnel, educators, administrators, and White teachers (and many Blacks as well in the schools) come from the middle class--a social class far different from that of many of the students they teach or administer over. For this reason communication between the student and the respective personnel becomes difficult. On the other hand, since the majority of minority students have had little experience in the middle class world of their teachers and other school personnel they may reject them, and some of the experiences they may force upon them. For the student the result, very often, is lack of interest, poor achievement, and indifference to school.

Thus far it has been asserted that Black youths are faced with the problem of systematic

sociological and psychological rejection. It further has been asserted that the students who are sociologically and psychologically rejected often tend to respond with one of four characteristic patterns: resentment, fear, indifference, or inferiority.

The psychologist frequently speaks of the self-concept, i.e., how the individual sees himself as a social object. The Black youth who has been subjected to segregation and discrimination all his life very often is a victim of inferiority feelings. Obviously, an individual who considers himself inferior to another is less likely to compete wholeheartedly with that individual than the individual who is quietly self-assured.

Self-Concept, School, and the Black Student

If the direct and specific causes of self-concept--good or poor--could be easily identified, the task of improving self-concept would be simplified. However, research has been unsuccessful in isolating the causes. This has been difficult since causes of behavior and perceptions are difficult to identify. Studies of correlation, comparison, and predictability have provided enough consistent and positive evidence to make it possible for tentative

assumptions to be developed.

Blacks have a history of segregation and discrimination growing out of slavery. The repressive forces of the dominant culture (educational, social, and economic discrimination; segregation; and geographic isolation), along with the subculture of the Black, have made it extremely difficult for the Black minority to attain full participation in the dominant culture.

It has been the opinion of many educators and researchers that a subculture gives its members identification and provides a patterned network of group and institutions that allow for confining of primary relations and refraction of the dominant culture pattern of behavior and values. However, the last function points out that the subculture group must change the behavior pattern and values of the dominant culture to fit their particular way of life. As a result, the problem has arisen which faces American education today.

White America has created its problem of social class, caste, and culture, and therefore must face the task of accountability in education today. Our complex society can no longer exclude the need of the latent abilities of Black America, nor can it function properly as a democratic society

unless all of the people are provided equal opportunity and are educated.

The American system of slavery was particularly destructive to the Black because it did not recognize or treat Black people as human beings. The system of slavery laid a weak foundation on which to build the means for acculturation. Discrimination was built into the system of slavery, and long after slavery new means to perpetuate discrimination were developed (6:11-24). For many Black students the most obvious examples of discrimination are the schools they attend, and the most significant implications for the schools are found in the area of educational poverty.

Racism and its products, social and cultural segregation, are major historical causes of the plight of Blacks. They are forces that have caused the Blacks to be eccluded from full participation in the dominant culture.

The School a Potent Force

Americans are living in a racist society where schools, as they are run now, do nurture, reinforce, and promote racism. While most of the racism existing in our schools may be "unconscious" or "institutionalized" to a certain degree, none-

theless it does exist and is indeed mankind's problem. The school is, therefore, the institution which has the task of providing for students a social setting conducive to learning and experiences in a social atmosphere which are conducive to the psychoeducative process.

Because it receives the student at a relatively early age, the school is in a strategic position to influence his development and adjustment to adult life. Aside from its formal tasks of passing on to the student the traditions and customs of society and thus perpetuating our cultural pattern, of teaching him to think clearly and independently, and of equipping him with skills by which he may later earn a living through useful work, it plays a very significant role in helping the student to form a positive concept of self, to get along with other people, and to accept the obligations that come with living in a democratic society.

To fulfill its many responsibilities the school must understand the needs of the total child, not only his intellectual needs but his emotional and social needs as well, and adjust its program to meet them. If it fulfills its function the school can be a most potent force in helping the student

on his way toward becoming a mature, well adjusted adult, able to take his place in a democratic society. If it fails to recognize and meet these needs, particularly for a student who has come to school already thwarted, it may indirectly serve to do him harm.

Today's problems are mankind's problems. They must be shared by all. They are more than a legacy. All must share and share alike the responsibility for eradicating the effects of man's blunders and inhumanity to man. It means, then, that our responsibilities must be reexamined and that the following questions must be asked: "What am I doing that might be done differently if I were fully conscious of my racist tendencies? What should I do to change them?"

Because the school is responsible for providing an atmosphere conducive to the psychoeducative process and free of racism, three areas should be reevaluated or investigated: (1) the composition of the school staff, (2) the curriculum, and (3) the total school environment.

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APPENDIX A

GORDON "HOW I SEE MYSELF" SCALE

DEROSIN "STUDENT ATTITUDE QUESTIONNAIRE"

Name:_____ Grade:_____ Sex:_____ Age:_____

School:_____

Secondary Form

HOW I SEE MYSELF

Developed by Ira J. Gordon, Director, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville, Florida 32601.

1.	I rarely get mad	1 2 3 4 5	I get mad easily
2.	I have trouble staying with one job until I finish	1 2 3 4 5	I stick with a job until i finish
3.	I am a good artist	1 2 3 4 5	I am a poor artist
4.	I don't like to work on committees	1 2 3 4 5	I enjoy working on committees
5.	I wish I were taller or shorter	1 2 3 4 5	I am just the right height
6.	I worry a lot	1 2 3 4 5	I seldom worry
7.	I wish I could do something with my hair	1 2 3 4 5	My hair is nice-looking
8.	Teachers like me	1 2 3 4 5	Teachers dislike me
9.	I have a lot of energy	1 2 3 4 5	I have little energy
10.	I am just the right weight	1 2 3 4 5	I am good at athletics
11.	I am just the right weight	1 2 3 4 5	I wish I were lighter or heavier
12.	The girls don't admire me	1 2 3 4 5	The girls admire me
13.	I am good at speaking before a group	1 2 3 4 5	I am poor at speaking before a group
14.	My face is very pretty (good looking)	1 2 3 4 5	I wish my face was prettier (better looking)
15.	I am good at musical things	1 2 3 4 5	I am poor at musical things
16.	I get along very well with teachers	1 2 3 4 5	I don't get along well with teachers
17.	I dislike teachers	1 2 3 4 5	I like teachers
18.	I am seldom at ease and relaxed	1 2 3 4 5	I am usually at ease and relaxed
19.	I do not like to try new things	1 2 3 4 5	I like to try new things

20.	I have trouble controlling my feelings	1 2 3 4 5	I control my feelings very well
21.	I do very well in school	1 2 3 4 5	I do not do well in school
22.	I want the boys to admire me	1 2 3 4 5	I don't want the boys to admire me
23.	I don't like the way I look	1 2 3 4 5	I like the way I look
24.	I don't want the girls to admire me	1 2 3 4 5	I want the girls to admire me
25.	I am quite healthy	1 2 3 4 5	I am sick a lot
26.	I am a poor dancer	1 2 3 4 5	I am a good dancer
27.	Science is easy for me	1 2 3 4 5	Science is difficult for me
28.	I enjoy doing individual projects	1 2 3 4 5	I don't like to do individual projects
29.	It is easy for me to organize my time	1 2 3 4 5	I have trouble organizing my time
30.	I am poor at making things with my hands	1 2 3 4 5	I am good at making things with my hands
31.	I wish I could do something about my skin	1 2 3 4 5	My skin is nice-looking
32.	Core is easy for me	1 2 3 4 5	Core is difficult for me
33.	Math is difficult for me	1 2 3 4 5	Math is easy for me
34.	I am not as smart as my classmates	1 2 3 4 5	I am smarter than most of my classmates
35.	The boys admire me	1 2 3 4 5	The boys don't admire me
36.	My clothes are not as nice as I'd like	1 2 3 4 5	My clothes are very nice
37.	I like school	1 2 3 4 5	I dislike school
38.	I wish I were built like the others	1 2 3 4 5	I like my build
39.	I am a poor reader	1 2 3 4 5	I am a very good reader
40.	I do not learn new things easily	1 2 3 4 5	I learn new things easily
41.	I present a good appearance	1 2 3 4 5	I present a poor appearance
42.	I do not have much confidence in myself.	1 2 3 4 5	I am full of confidence in myself

DEROSIN "STUDENT ATTITUDE QUESTIONNAIRE"
POINTE COUPEE PARISH SCHOOL SYSTEM
LOUISIANA

Interview No._____ Female_____ Male_____

Interviewer_____ School_____

Hello, my name is Jeannette Derosin. I am helping your school to help you by trying to see how you feel about what you are doing in your school. I would like to ask you a few questions about your school. I want you to think back to the fall of 1970, when you first entered high school. I want you to reflect also on the following: that there are limitations of time, energy, and finances which sometimes keep us from doing everything we would like to do. While so doing, will you answer the following questions about you and your school?

Space has been provided for you to check the yes and no answers and to state your reasons for your selection. If you should need additional space you may use the back of the sheet. If you should need to do so please number the question you are referring to and continue your statement.

1. Do you consider school important? Yes_____
   No _____
   Why? _____
   _____
   _____

2. If you were given the privilege of selecting the school of your choice in the parish, which would you attend? _____
   Would you briefly tell why? _____
   _____
   _____

3. Do you feel the Board of Education and the local officials are providing active and progressive leadership toward elimination of a dual school system in your parish?
Yes_____ No_____
Why?_____
_____
_____

4. Do you believe efforts toward complete desegregation in your parish are being shared equally as possible by members of both White and Negro communities? Yes_____
No_____
Why?_____
_____
How?_____
_____

5. Do you feel the local school officials are carrying the major responsibility for school desegregation rather than depending upon the voluntary efforts of private citizens?
Yes_____ No_____
Why?_____
_____
How?_____
_____

6. Do you feel desegregation is being carried out as fast as possible and without unnecessary delay? Yes_____ No_____
If not, what do you sense the causes to be?
_____
_____

7. Do you know of any effort by the school official in involving representatives of local organizations and Blacks interested in education? Yes_____ No_____
When?_____
_____
How?_____
_____

8. Do school officials keep your parents and the total community informed of major school decisions, plans, and progress of the school in the parish? Yes_____ No_____
Why_____
_____

How_____
_____

9. Does your school have a student handbook containing the school rules and regulations?
Yes_____ No_____
Do you feel a handbook is important? Yes_____
No _____
Why?_____
_____

10. Do you feel your school system is providing the type of curriculum that will permit you to receive the type of educational background for your chosen vocation after high school?
Yes_____ No_____
Why?_____
_____
_____

11. What sport as a boy/girl do you like best?
_____
Do you participate in sports at school?
Yes_____ No_____
If no, why?_____
If yes, what sport and to what extent?
_____

12. How many clubs and organizations do you know about in your school? _____

13. Do you belong to some of the clubs and organizations you would like to belong to?
Yes_____ No_____
Why?_____
_____

14. How many teachers do you meet per day as a teacher of any one class you are scheduled for? _____
Of this number, how many are Black?_____
White?_____

15. Which do you prefer having as teachers?
Black_____ White_____
Why?_____
_____

16. Are you free to sit where you choose in your classes? Yes_____ No_____
If no, why?_____
_____

17. Are there a substantial number of multi-ethnic and Black group materials available in your classroom and the library? Yes_____
No _____
Upon what do you base your answer? _____
_____

18. Are provisions made by the teachers and librarian for their use by you? Yes_____
No _____
Would you kindly state how and why?_____
_____
_____

19. Do you have Career Days or Career Presentations on career opportunities by Black human resources: Yes_____ No_____
If yes, how?_____
_____
If no, why?_____
_____

20. Do you feel Black resource persons can be of special benefit to you? Yes_____ No_____
Why?_____
_____
How?_____
_____

21. Do you feel you are disciplined fairly and impartially by your principal? Yes_____
No _____
Why?_____
_____

22. Are events and displays of works of great people including Blacks in your classroom discussions? Yes_____ No_____
How does it make you feel?_____
_____

23. Has any one of your parents, or both, been involved in your school activities? Yes_____
No _____
If no, why?_____
_____

If yes, what activities?_____
_____

24. Do you understand the grading system in your school? Yes_____ No_____
Why?_____
_____

25. Do you feel your teachers grade fairly and impartially? Yes_____ No_____
Why?_____
_____

26. When disciplined by your teachers and/or principal, do you feel you have always been dealt with fairly and impartially? Yes_____
No _____
Why?_____
_____

27. Do you feel you are smarter than the majority of your classmates? Yes_____ No_____
In what respect?_____
_____

28. Do you have a favorite spot in the cafeteria?
Yes_____ No_____
Why?_____
_____

29. How many assistant principals are there in your school? _____ Do you feel there is a need for them? Yes_____ No_____
Why?_____
_____

30. How many times did you meet with your guidance counselor, individually or as a group, last year? _____

31. How can your guidance counselor be of more help to you?_____
_____
_____

32. Are you familiar with the kinds of financial assistance available to you for continuing your education beyond high school? Yes_____
No _____

If no, would you like to find out? Yes_____
No _____

If Yes, how did you find out?_____
_____

Please check one:

33. How do you communicate with your principal?
    Fairly well_____
    Good_____
    Exceptionally well_____
    Why?_____
    _____

34. How do you communicate with your teachers?
    Fairly well_____
    Good_____
    Exceptionally well_____
    Why?_____
    _____

35. Do your teachers visit your home?
    Never_____
    Often_____
    Very often_____
    Why?_____
    _____

36. Do your teachers and principal respect your rights as a student?
    Seldom_____
    Often_____
    Very often_____
    Always_____
    Why?_____
    _____

37. Do you get special help from your teachers in areas in which you may need extra help?
    Often_____
    Very often_____
    Seldom_____
    Always_____
    When?_____
    _____
    How?_____
    _____

38. How do you get along with your classmates?
    Poorly_____
    Fairly well_____
    Good_____
    Exceptionally well_____
    Why?_____
    _____

39. What is the most serious problem in your school?
    Apathy_____
    Drugs_____
    Discipline_____
    Why?_____
    _____

40. How would you rate your classroom?
    Teacher centered_____
    Student centered_____
    Subject matter centered_____
    Why?_____
    _____

41. If you needed help in your studies, whom would you probably go to?
    Your friend_____
    Your teacher_____
    Your parent_____
    Why?_____
    _____

42. At school where do you have the most fun?
    Alone_____
    With a large group_____
    With a few close friends_____
    Why_____
    _____

43. When you worry about your mark on an exam, do you think about:
    Yourself_____
    Your parent_____
    Pleasing teacher_____
    Getting in college_____
    Why?_____
    _____

44. Where do you prefer to sit in your class?
    Near a window_____
    Near the door_____
    In front of the room_____
    Why?_____
    _____

45. Which is hardest for you to do?
    Be quiet_____
    Talk in front of the group_____
    Talk to the teacher_____
    Why?_____
    _____

46. Which is most important?
    To work hard for the future_____
    To love others_____
    To really know yourself_____
    Why?_____
    _____

47. What teaching method do most of your teachers normally use?
    Lecture_____
    Discussion_____
    Independent study_____
    Which do you prefer?_____
    Why?_____
    _____

48. Which would you least like to be?
    Very poor_____
    Black_____
    Disfigured_____
    Why?_____
    _____

49. Which is most important in friendship?
    Loyalty_____
    Generosity_____
    Honesty_____
    Why?_____
    _____

50. Which would you most like to improve?
    Your looks_____
    Your academic ability_____
    Your social life_____
    Why?_____
    _____

51. Given the opportunity, what is the one thing you would change in your school?

_____

_____

Why?_____

_____

52. What is one thing you hope your children will not have to go through?

_____

_____

Why?_____

_____

Please complete the following statements as you desire:

53. I like best the kind of teachers who _____

_____

54. In school I do best when _____

_____

55. My teachers think I am _____

_____

56. In my classes I am concerned most about

_____

_____

57. I want most out of school _____

_____

58. When I enter a new group at school, I feel

_____

because_____

_____

59. I feel most productive when a leader _____

_____

because_____

_____

60. In a group I am most afraid of _____

_____

because_____

_____

61. In your opinion, what should Black people be doing about integration? _____

_____

_____

Why? _____

_____

_____

APPENDIX B

PERMISSION CORRESPONDENCE

September 20, 1974

Mrs. Jeannette R. Derosin
706 Court Street
New Roads, Louisiana 70760

Dr. Ira J. Gordon
Professor of Education
College of Education
University of Florida
Gainesville, Florida

Dear Dr. Gordon:

In reference to our telephone conversation on Monday, September 16, 1974, requesting your permission for use of your "How I See Myself" self-concept scale, to be used in an approved study that I am conducting, I would like written confirmation of your approval and a supply of the needed number of copies for administration.

For your record of the use of the scale and as a means of your having a clearer understanding of the nature of the study, I am enclosing excerpts of the descriptive part of the study as well as a check for payment of the needed number of copies of the scale and an accompanying manual.

Kindly forward to me, immediately, one hundred six (106) copies of the high school form of the scale and the accompanying interpretative manual.

If you should have additional literature, free or otherwise, on the self-concept I would be most appreciative if you would forward same and bill me, if necessary.

I thank you most kindly for your consideration and cooperation.

Sincerely,

Mrs. Jeannette Derosin

INSTITUTE FOR DEVELOPMENT OF HUMAN RESOURCES
College of Education
University of Florida
Gainesville
Florida 32611

513 Weil Hall

October 7, 1974

Mrs. Jeannette R. Derosin
706 Court Street
New Roads, Louisiana 70760

Dear Mrs. Derosin:

You have my permission to administer the "How I See Myself" scale as a part of your dissertation.

Thank you for sending me the description of your project.

Very truly yours,

(signed)

Ira J. Gordon, Director
& Graduate Research
Professor

IJG:gb

September 23, 1974

Mrs. Jeannette R. Derosin
706 Court Street
New Roads, Louisiana 70760

_____
_____
_____

Dear Parents:

I am one of the counselors serving your children in Pointe Coupee Parish high schools. As a means of helping to provide better educational services for your children I am engaged in a study of the attitudes and adjustment of Black students in the schools of Pointe Coupee Parish since desegregation.

In order to successfully conduct the study, Black students of the parish and their parents must be willing to participate.

As a result of a random selection of one hundred students needed for the study your son/daughter, _____, has been selected to participate.

Will you please indicate below if I have your permission for _____ to participate if he/she wishes to participate.

Sincerely,

Ms. Jeannette R. Derosin

- -

_____ Our son/daughter have our permission to participate in the study.

_____ We do not wish our son/daughter to participate in the study.

September 23, 1974

Mrs. Jeannette R. Derosin
706 Court Street
New Roads, Louisiana 70760

_____
_____
_____

Dear _____:

I am one of your high school counselors serving in the Pointe Coupee Parish system. As a means of helping to further provide better educational services for you, I am conducting a study of the Black students' general adjustment and progress in the schools of Pointe Coupee Parish since desegregation.

In order to conduct the study, one hundred Black junior and senior high school students are needed.

As a result of a random selection among the junior and senior high students in the respective schools of the parish your name was drawn as a prospective participant. However, before you can be included in the study I must have you and your parents' permission and assurance of cooperation.

Will you please indicate below if you consent to be included in the study and will cooperate in subjecting yourself to the criteria set forth for the study.

Sincerely,

Ms. Jeannette R. Derosin

- -

_____ I wish to participate in the study.

_____ I do not wish to participate in the study.

_____
Signature